


Strategies to Increase Teacher Innovativeness through Strengthening Learning Organisation, Creativity, Self-Efficacy and Job Satisfaction

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ABSTRACT

The rapid evolution of the educational landscape and the growing demand for adaptability underscore the need for teachers to continuously develop innovative capabilities as part of their sustainable professional growth. This study aims to identify optimal strategies, methods, and solutions for enhancing teacher innovativeness. Employing a quantitative research approach grounded in established theoretical frameworks, the study was conducted over a two-year period. The sample consisted of 121 civil servant teachers from 12 public elementary schools across six districts in Depok City. The findings reveal that five direct influence hypotheses were supported, while two were not. In contrast, all hypotheses related to indirect influences were accepted. The results suggest that fostering a learning organization and increasing job satisfaction are key strategies for enhancing teacher innovativeness. Implementation should focus on strengthening weak indicators within each variable and prioritizing interventions based on their strategic importance. This study contributes to the body of knowledge by offering actionable insights for developing innovative teaching practices through targeted, evidence-based strategies and solutions.

Keywords: Teacher Innovativeness, Learning Organization, Creativity, Self-Efficacy, Job Satisfaction.

ARTICLE INFO

Article history:
Received
February 16, 2025
Revised
April 25, 2025
Accepted
May 16, 2025

Published by
Website
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Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung
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INTRODUCTION

Problems that arise in education and learning faced by teachers require improvement. The role of innovation is crucial as a thought process for applying creative ideas as a solution to the problems faced in the world of education (Rohmat, 2021; Triayomi et al. 2024; Haratua et al., 2024). Innovation in education and learning can be achieved by integrating technology that can be used as a more interactive learning experience (Julianto & Ratumanan, 2023). Considering the importance of innovation activities, they can provide answers to problems faced contextually in the field. Innovation encompasses the development and application of new ideas, creative teaching methods, and the use of cutting-edge technology within the context of education (Yusuf, 2022). Educational innovation is the key to quality education in line with the government's sustainable development goals, which will have a positive impact on a bright future for all students. Among the factors of teacher innovativeness, organizational culture positively influences teachers' innovation capabilities through knowledge sharing (Asbari et al., 2020).

Organizational culture has a positive impact on innovation (Sabariah et al., 2024). This research indicates that organizational culture can enhance teacher innovativeness, which impacts the quality of the learning process. Teachers value creativity, striving to distinguish between pedagogical and educational innovations (Haq, 2023). This research indicates that teacher creativity can also enhance innovation and innovativeness in preparing/planning learning, through implementation and evaluation of the learning process. If a teacher has self-confidence in their abilities, it is highly likely that the teacher can achieve success in creating competitive

human resources in the digital era 4.0 (Pramono et al., 2022;). The research results indicate the importance of innovativeness in the 'Merdeka Belajar' (Freedom to Learn) era as part of improvements to enhance the quality of the learning process. A Learning Organization is an organization consisting of a group of people who continuously develop their potential to achieve desired results, where they are free to aspire, possess a growth and development mindset, and continuously learn together (Syahrurrahmah et al., 2022) Creativity is the realization of new, original, and imaginative ideas in solving problems (Abidin, 2023) Self-efficacy is an individual's belief in their ability to perform and complete tasks according to their responsibilities with a certain level of success (Sriyanta et al., 2019). Job satisfaction is an individual's emotional condition that arises from the evaluation of their work or experiences in their work (Colquitt et al., 2018). Based on the above, it can be analyzed that further research is needed to determine other factors that can enhance teacher innovativeness. Some of the other variables include learning organization, creativity, self-efficacy, and job satisfaction. This becomes interesting for the author due to observing the phenomenon of educational digitalization currently being implemented by the government, where the policy is good but its implementation still has some shortcomings, such as infrastructure support, especially in underdeveloped areas.

Theoretical Review

Innovation is a creative process or effort where new or improved ideas are successfully developed and applied to produce practical and valuable results (Taylor, 2017). Innovativeness is the level of a person's behavior in creating new ideas into new products, processes, services, and management, and then implementing them to provide added value and benefits to users (Noviyanti, 2022). Innovation is defined as the process and/or result of developing and utilizing or mobilizing knowledge, skills, and experience to create or improve new products (goods and/or services), processes, and systems that provide significant value, especially social and economic value (Lizardo et al., 2021). Innovation efforts carried out in the world of education include idea, process, and outcome innovation. Technology is the result of idea, process, and outcome innovation. From these three innovations, there are ultimately various procedures, approaches, strategies, and the latest models in the world of education and learning (Darmawan, 2012; Imaduddin & Astuti, 2022; Wulandari et al, 2024). Teacher innovativeness is the act of teachers accepting and creating new things through changes in the learning process, whether it's new methods or new strategies (Usmayadi et al., 2020). Based on the results of the theoretical review, it can be synthesized that teacher innovativeness is the activity of teachers to discover new ideas, create new ideas, collaborate on new ideas, and apply these new ideas into learning activities by considering the innovation carried out in the form of products or services, process innovation, service innovation, and management innovation.

A learning organization is defined as the behavior of individuals who continuously engage in effective collaborative learning within an organization, and transform the organization into one that can manage and utilize knowledge more effectively (Hardhienata et al., 2017). *Learning Organization is an organization that is constantly changing and developing using experiential learning* (Prasnavidya et al., 2020). *Learning Organization are involved in identifying and solving problems in order for the organization to continuously experiment, modify, and improve itself in order to strengthen its capacity to develop, learn, and achieve its goal* (Sobirin et al., 2021). A learning organization encompasses the behaviors of its members, characterized by leadership that facilitates learning opportunities, fosters curiosity and a desire for mutual learning, promotes collaboration and teamwork, cultivates an atmosphere that empowers staff for self-improvement, and establishes strong relationships between the organization and its environment. (Uniati, 2014). A learning organization is intended as an impetus for employees to learn to understand, analyze, and address problems within the organization in order to enhance individual employee capabilities and worker performance for the advancement of an organization (Zakaria et al., 2022). A learning organization is based on the assumption that learning is essential, continuous, and more effective when shared, and that every experience offers an opportunity to learn (Purba & Bawie, 2022). Based on the theoretical description above, it can be synthesized that a learning organization is a development effort undertaken by an organization for its members to make

changes by continuously learning and experimenting in order to realize organizational goals. The indicators include mental models, personal mastery, shared vision, and systems thinking.

Creativity is the act of bringing new, original, and imaginative ideas to life in order to solve problems (Abidin dkk, 2022). Creativity is the activity of realizing original ideas into beneficial products, services, or processes (Hou et al., 2011). Creativity is the ability of an individual to perform actions that not only involve the power to create new creations but also the capacity to generate various ideas (problem-solving solutions) when facing challenges or issues (Lesatari & Zakiah, 2019). Creativity can be defined as a way of thinking and acting that produces something of value, both for oneself and others (Novebri, 2021). Teacher creativity is the ability to visualize, generate, and discover new ideas or concepts that are beneficial to others (Mahmud et al., 2022). Creativity is the realization of new ideas in work, problem-solving, and innovative actions with a unique approach to addressing issues (Ghifar et al., 2019). Based on the theoretical descriptions above, creativity is synthesized as an individual's activity or behavior in realizing new, original ideas into a product, service, or process. Where the results of this creativity have benefits or uses for others in solving problems. The indicators in this research are: learning new things, acting flexibly in facing problems, finding new and better ways of working, not depending on others, and realizing ideas into tangible outcomes..

Self-efficacy is the belief in one's ability to succeed in specific situations or accomplish a task. It plays a crucial role in how people feel, think, and behave (Ivancevich & Konopaske, 2013). Self-efficacy is a person's perception that they can accomplish something important (Tang et al., 2017). Self-efficacy is defined as an individual's belief in their ability to complete a specific task (Lina, 2020). Self-efficacy is an individual's belief in their ability to perform tasks or actions necessary to achieve specific outcomes. It also encompasses the evaluation of one's own capabilities or competencies to undertake a task, reach goals, and overcome obstacles (Purnamasari, 2020). Based on the theoretical description above, it can be synthesized that self-efficacy is an individual's belief in their ability to manage, perform, and complete tasks according to their responsibilities with a certain level of success to deliver good results. The indicators include optimism, challenges within tasks, rewards in completing tasks, behavioral models, and prestige.

Job satisfaction is an individual's emotional state that arises from the appraisal of their job or experiences within their job (Colquitt et al., 2018). Job satisfaction is an end state that arises from the achievement of specific goals as previously expected (Winardi, 2004). Satisfaction is the result of all work performance and human behavior. In an organizational context, employees are motivated to work in order to satisfy their needs (Setiono & Sustiyatik, 2020). "Job satisfaction is an individual's attitude towards their work, stemming from their perceptions about their job (Gibson et al., 2011). Job satisfaction is an attitude (cognitive action), a feeling of pleasure (affective expression), or the discrepancy between what has been obtained and what was expected (Sunarta, 2019). Job satisfaction is the result of employees' perceptions of how well their job provides those things that are viewed as important, through their work outcomes (Harahap & Khair, 2019). Based on the theoretical description, it can be synthesized that job satisfaction is an emotional and psychological condition experienced by individuals towards their work and work environment, which is personal or subjective and can vary from individual to individual, thus improving the work they are currently doing. The indicators of job satisfaction are salary, job content, work-life balance, coworker relationships, career certainty, and promotion opportunities

METHOD

This research employs a quantitative research method, involving five variables: three exogenous variables, one intervening variable, and one endogenous variable. The sample for this study was drawn from 12 schools across 6 sub-districts, with a total of 121 civil servant teachers participating as respondents. Data analysis was conducted using Structural Equation Modeling-Partial Least Squares (SEM-PLS) to examine the relationships between the variables, and SITOREM was utilized to analyze the priority of indicators for improvement and maintenance

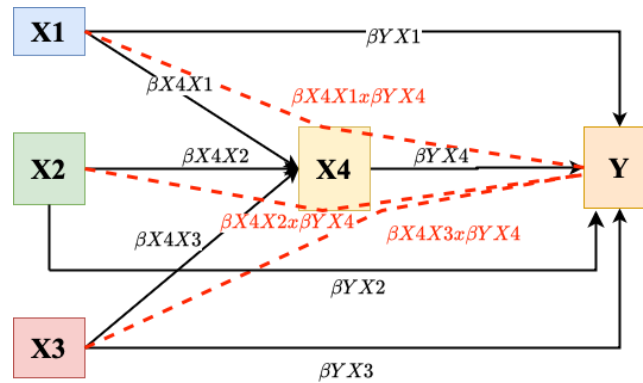


Figure 1: Research Constellation

Data collection techniques were carried out using surveys. The instruments used have been tested for validity and reliability. The instruments are shown in Table 1.

Table 1: Instrument Reasearch

Variable	Responden	Item Valid	Reliabel
Innovativeness	Principal	37	0,914
Learning Organization	Teacher	36	0,912
Creativity	Principal	38	0,956
Self-efficacy	Teacher	35	0,943
Job satisfaction	Teacher	36	0,955

After the instruments were distributed to the respondents, the next step was scoring using a 1-5 Likert scale for positive statements and the reverse for negative statements. The research location was conducted in 12 public elementary schools in the city of Depok, with a total of 121 respondents, who were selected using multistage random sampling with the Cochran formula. The next steps involved descriptive data analysis, SEM PLS analysis with outer and inner models, and research hypothesis testing.

RESULT AND DISCUSSION

Table 2: Characteristics of Research Respondents

Respondent Characteristics	Category	Frequency	Percentage
Gender	Male	20	17%
	Female	101	83%
Age	25-35	49	40%
	36-45	50	41%
	46-55	19	16%
	56-66	3	2%
Last education	Bachelor (S1)	119	98%
	Master (S2)	2	2%
Teaching experience	1 - 5 years	21	17%
	6 - 10 years	24	20%
	11 - 15 years	31	26%
	16 - 20 years	24	20%
	> 20 years	21	17%

Based on the table, it is observed that the majority of respondents, in terms of gender, are female. The age range of the respondents is approximately 25-45 years. Almost all respondents hold a Bachelor's degree (S1), and the most common teaching experience as civil servant teachers is 11-15 years. Subsequently, the first stage of the outer model testing was conducted to assess

whether the measurement items meet the requirements of the measured variables. Following that, the second stage of the outer model testing was performed to determine if the indicators of each variable adequately reflect the respective variable.

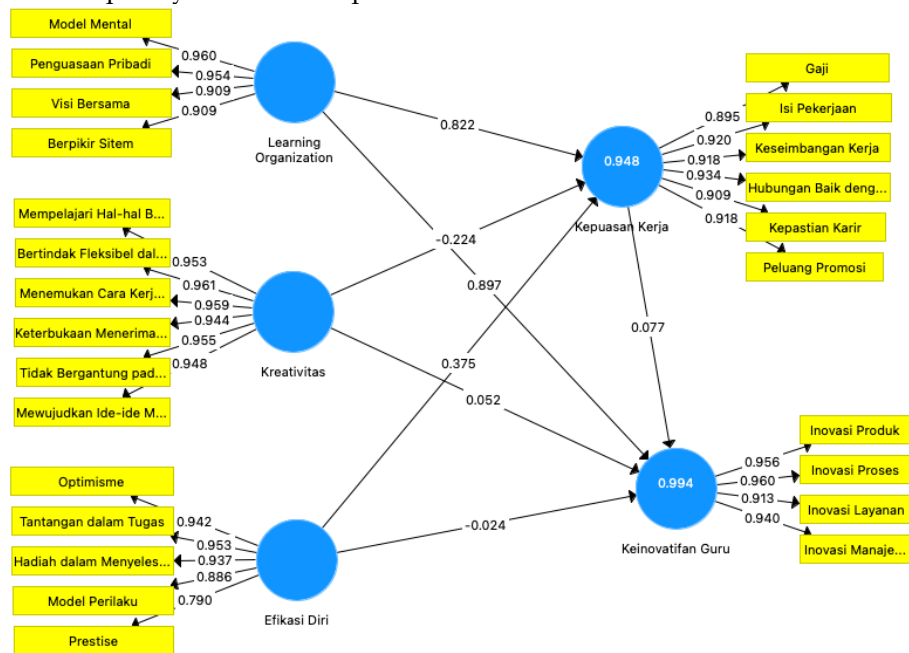


Figure 2: Second Order Outer Model Results

It is evident that all loading factor values are above 0.7 (>0.7), indicating that the measurement items meet the criteria, which require loading factor values to be greater than 0.7. Since the loading factor values satisfy the criteria, with all indicators exceeding 0.7, all indicators in this research can be used for further calculations, namely hypothesis testing. Hypothesis testing is conducted through the inner model, or structural model testing, which assesses the magnitude of each research variable's influence. Based on Figure 2, the contribution of learning organization, creativity, self-efficacy, and job satisfaction variables towards teacher innovativeness is 99.4%, while the contribution of learning organization, creativity, and self-efficacy variables towards job satisfaction is 94.8%

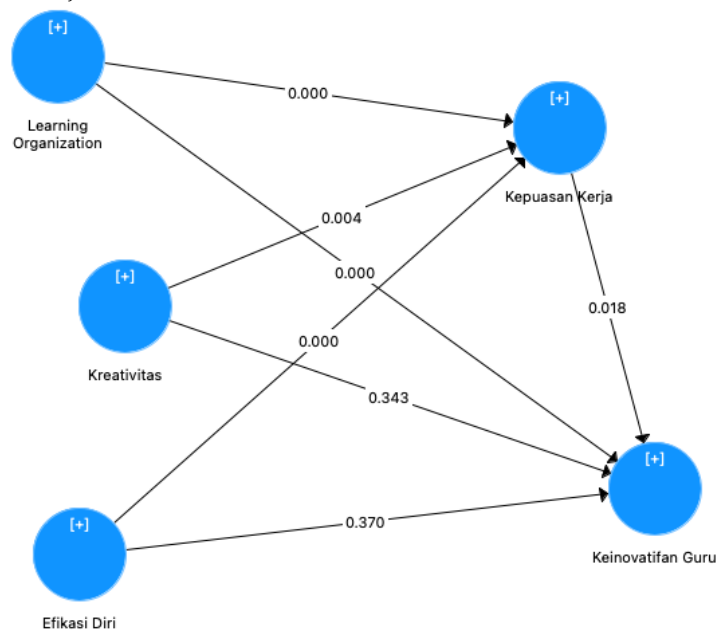


Figure 3: Research Hypothesis Testing

Table 3: Direct Effect Research Hypothesis Testing Results

The Direct Effect of	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values
Learning Organisation on Teacher Innovativeness	0,897	0,879	0,058	15,476	0,000
Creativity on Teacher Innovativeness	0,052	0,069	0,054	0,948	0,343
Self-efficacy on Teacher Innovativeness	-0,024	-0,025	0,027	0,897	0,370
Job Satisfaction on Teacher Innovativeness	0,077	0,079	0,033	2,365	0,018
Learning Organisation on Job Satisfaction	0,822	0,813	0,079	10,348	0,000
Creativity to Job Satisfaction	-0,224	-0,214	0,076	2,931	0,004
Self-efficacy on job satisfaction	0,375	0,375	0,079	4,733	0,000

Based on Table 3, the following direct effects were observed: Learning Organization on Teacher Innovativeness: There is a significant positive direct effect of learning organization on teacher innovativeness. The path coefficient (β_{y1}) is 0.897, with a P-value of 0.000 (<0.05). This indicates that strengthening the learning organization directly leads to an increase in teacher innovativeness. Creativity on Teacher Innovativeness: There is a non-significant positive direct effect of creativity on teacher innovativeness. The path coefficient (β_{y2}) is 0.052, with a P-value of 0.343 (>0.05). This suggests that enhancing creativity does not directly result in a significant increase in teacher innovativeness. Self-Efficacy on Teacher Innovativeness: There is a non-significant negative direct effect of self-efficacy on teacher innovativeness. The path coefficient (β_{y3}) is -0.024, with a P-value of 0.370 (>0.05). This suggest that enhancing self efficacy does not directly result in a significant increase in teacher innovativeness. Learning Organization on Job Satisfaction: There is a significant positive direct effect of learning organization on job satisfaction. The path coefficient (β_{x14}) is 0.822, with a P-value of 0.000 (<0.05). This implies that a stronger learning organization directly contributes to higher job satisfaction. Creativity on Job Satisfaction: There is a significant negative direct effect of Creativity on Job Satisfaction. The path coefficient (β_{x24}) is -0.224, with a P-value of 0.004 (<0.05). This implies that enhancing creativity directly contributes to lower job satisfaction. Self-Efficacy on Job Satisfaction: There is a significant positive direct effect of self-efficacy on job satisfaction. The path coefficient (β_{x34}) is 0.375, with a P-value of 0.000 (<0.05). This indicates that higher self-efficacy directly leads to increased job satisfaction. Job Satisfaction on Teacher Innovativeness: There is a significant positive direct effect of job satisfaction on teacher innovativeness. The path coefficient (β_{yx4}) is 0.077, with a P-value of 0.018 (<0.05). This shows that improved job satisfaction directly fosters greater teacher innovativeness.

Table 4: Results of Hypothesis Testing of Indirect Influence Research

The Indirect Effect of	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values
Learning Organisation on Teacher Innovativeness through Job Satisfaction	0,063	0,063	0,026	2,443	0,015
Creativity on Teacher Innovativeness through Job Satisfaction	-0,017	-0,016	0,008	2,237	0,026
Self-efficacy on Teacher Innovativeness through Job Satisfaction	0,029	0,029	0,013	2,142	0,033

Based on Table 4, a significant positive indirect effect of learning organization on teacher innovativeness is observed, mediated by job satisfaction. This effect is indicated by a path coefficient ($\beta_{Y \times 14}$) of 0.063, with a P-value of 0.015, which is less than 0.05. This suggests that enhancing learning organization, through its positive influence on job satisfaction, leads to increased teacher innovativeness. Furthermore, a significant positive indirect effect of creativity on teacher innovativeness, also mediated by job satisfaction, is noted. This is represented by a path coefficient ($\beta_{Y \times 24}$) of -0.017, with a P-value of 0.026, which is less than 0.05. This implies that fostering creativity, by positively impacting job satisfaction, contributes to higher teacher innovativeness. Additionally, a significant positive indirect effect of self-efficacy on teacher innovativeness, through job satisfaction, is found. This is shown by a path coefficient ($\beta_{Y \times 34}$) of 0.029, with a P-value of 0.033. Although in your text you wrote >0.05 , this should be <0.05 for it to be significant. Therefore, assuming the result is <0.05 , this means that strengthening self-efficacy, indirectly through job satisfaction, can increase teacher innovativeness. These analyses are conducted using the Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM). SITOREM analysis involves several stages: 1) Contribution analysis, 2) analysis of research variable indicators, 3) analysis of research variable indicator weights, and 4) determination of indicator classification (Setyaningsih, 2021). The subsequent step involves analyzing these indicators using SITOREM. The results of this analysis are presented in Table 5.

Table 5. SITOREM analysis results

Learning Organization ($\beta_{y1}=0,897$), Rangking 1		
Initial Indicator	Indicator after Expert Assessment	Indicator Value
1. Mental model	1 st Mental model (27,12%)	4,51
2. Personal Mastery	2 nd System Thinking (27,12%)	4,33
3. Shared Vision	3 rd Personal Mastery (23,73%)	4,27
4. System Thinking	4 th Share Vision (22,03%)	3,86
Creativity ($\beta_{y2}=0,052$), Rangking 3		
Initial Indicator	Indicator after Expert Assessment	Indicator Value
1. Learning new things	1 st Learning new things (19,32%)	4,22
2. Acting flexibly in dealing with problems	2 nd Openness to new ideas (18,75%)	4,25
3. Finding new and better ways of working	3 rd Acting flexibly in dealing with problems (17,05%)	4,16
4. Openness to new ideas	4 th Finding new and better ways of working (16,48%)	4,00
5. Not relying on others	5 th Not relying on others (14,20%)	3,91
6. Realising ideas into tangible fits	6 th Realising ideas into tangible fits (14,20%)	4,23
Self Efficacy ($\beta_{y3}=-0,024$), Rangking 4		
Initial Indicator	Indicator after Expert Assessment	Indicator Value
1. Optimism	1 st Optimism (23,78%)	4,27
2. Challenge in the task	2 nd Behavioural Model (23,08%)	3,95
3. Reward in completing the task	3 rd Challenge in the task (19,58%)	4,23
4. Behavioural Model	4 th Reward in completing the task (16,78%)	4,17
5. Prestige	5 th Prestige (16,78%)	3,93

Job Satisfaction ($\beta_{y4}=0,077$), Rangking 2		
Initial Indicator	Indicator after Expert Assessment	Indicator Value
1. Salary	1 st Promotion opportunities (19,77%)	3,96
2. Content of work	2 nd Salary (18,64%)	3,78
3. Work balance	3 rd Career security (18,64%)	4,24
4. Good relationship with colleagues	4 th Good relationship with colleagues (15,82%)	3,95
5. Career security	5 th Work balance (14,12%)	3,83
6. Promotion opportunities	6 th Content of work (12,99%)	4,19
Teacher Innovativeness		
Initial Indicator	Indicator after Expert Assessment	Indicator Value
1. Product Innovation	1 st Management Innovation (27,59%)	3,93
2. Process Innovation	2 nd Service Innovation (25,86%)	4,10
3. Service Innovation	3 rd Product Innovation (24,14%)	4,18
4. Management Innovation	4 th Process Innovation (22,41%)	4,12

Table 6. Prioritized Sequence of Improvement and Indicators

Prioritized Sequence of Indicators for Improvement	Sequence of Indicators for Maintenance/Development
1. Shared Vision	1. Mental model
2. Promotion opportunities	2. System Thinking
3. Salary	3. Personal Mastery
4. Work balance	4. Career security
5. Not relying on others	5. Good relationship with colleagues
6. Behavioural Model	6. Content of work
7. Prestige	7. Learning new things
8. Management Innovation	8. Openness to new ideas
	9. Acting flexibly in dealing with problems
	10. Finding new and better ways of working
	11. Realising ideas into tangible fits
	12. Optimism
	13. Challenge in the task
	14. Reward in completing the task
	15. Service Innovation
	16. Product Innovation
	17. Process Innovation

DISCUSSION

The results of the first hypothesis testing provide evidence that there is a significant positive direct effect of Learning Organization on Teacher Innovativeness, with a path coefficient $\beta = 0.897$ and a p-value of $0.000 < 0.05$. This implies that strengthening the Learning Organization among teachers can enhance their innovativeness. Previous research has shown that a strong learning organization can improve teachers' performance, commitment, and innovativeness (Hasibuan & Indrawijaya, 2023; Sobirin et al., 2021; Syahrurrahmah et al., 2022; Uniati, 2014). Based on the aforementioned, it is suspected that there is a positive direct influence between learning organization and teacher innovativeness. The SITOREM Analysis results illustrate that there are indicators of learning organization that are still weak, namely the shared vision indicator. Based on the description above, it can be concluded that this study has proven a significant positive direct influence of learning organization on innovativeness. Enhancing

teacher innovativeness can be achieved by improving the indicators of learning organization, particularly the shared vision indicator, and maintaining the indicators that are already strong, such as mental models, systems thinking, and personal mastery.

The results of the second hypothesis test provided evidence that there is no significant direct positive effect of creativity on teacher innovativeness, with a β value of 0.052 and a p-value of $0.343 > 0.05$. This means that ideally, enhancing teacher creativity could increase teacher innovativeness, but this research did not prove that creativity can increase teacher innovativeness. Previous research has linked that teacher creativity can influence teacher innovation, teacher creativity in preparing innovative learning media, and teacher creativity can improve the quality of innovative learning in the classroom (Ghifar et al., 2019; Kadarsih, 2020; Novebri, 2021; Sagita & Setiorini, 2022). Based on the above, it is suspected that there is a direct positive influence of creativity on teacher innovativeness. The SITOREM Analysis results indicate that there are still weak indicators of creativity, namely the indicator of not depending on others. Based on the description above, it can be concluded that this study has proven that there is no significant direct positive influence of creativity on teacher innovativeness. The improvement of teacher innovativeness can be done by improving the creativity indicators, specifically the indicator that needs improvement is not depending on others. As well as maintaining and developing good indicators, including learning new things, openness to new ideas, acting flexibly in dealing with problems, finding new and better ways of working, realizing ideas into concrete reality.

The results of the third hypothesis test provided evidence that there is no significant direct positive effect of Self-Efficacy on teacher innovativeness, with a β value of -0.024 and a p-value of $0.370 > 0.05$. This implies that while strengthening teachers' Self-Efficacy ideally could enhance their innovativeness, this research did not demonstrate that Self-Efficacy leads to increased teacher innovativeness. Research related to the impact of self-efficacy on teacher innovativeness has been conducted, focusing on areas such as self-efficacy in learning, how self-efficacy can promote innovativeness, and how self-efficacy can enhance innovative work behavior (Azzahra et al., 2024; Lina, 2020; Sunardi et al., 2019; Zagoto, 2019). Based on the aforementioned, it is suspected that there is a positive influence of self-efficacy on teacher innovativeness. The SITOREM analysis reveals that there are indicators of self-efficacy that are still weak, namely the indicators of behavioral models and prestige. Based on the above description, it can be concluded that this study has proven that there is no significant direct positive influence of self-efficacy on teacher innovativeness. Increasing teacher innovativeness can be achieved by improving the indicators of self-efficacy, specifically focusing on behavioral models and prestige. Additionally, it is essential to maintain and develop the already strong indicators, such as optimism, task challenge, and rewards for completing tasks.

The fourth hypothesis testing results provide evidence that there is a significant positive direct effect of Job Satisfaction on teacher innovativeness, with a β value of 0.077 and a p-value of $0.018 < 0.05$. This implies that strengthening teachers' Job Satisfaction can enhance their innovativeness. Research related to job satisfaction that can improve performance, job satisfaction that can impact innovation, and the importance of job satisfaction in an organization (Atafik et al., 2022; Bahri & Nisa, 2017; Baktiar et al., 2024; Sunarta, 2019). Based on the analysis, it is suggested that there is a positive influence of job satisfaction on teacher innovativeness. The SITOREM analysis reveals that certain indicators of job satisfaction are relatively weak, specifically opportunities for promotion, salary, and work-life balance. This research has demonstrated a significant positive direct effect of job satisfaction on teacher innovativeness. To enhance teacher innovativeness, improvements should be focused on the identified weak indicators: opportunities for promotion, salary, and work-life balance. Additionally, it is essential to maintain and further develop the existing strong indicators, such as career certainty, positive relationships with colleagues, and the content of the work itself..

The fifth hypothesis testing result provides evidence that there is a significant positive direct effect of Learning Organization on Job Satisfaction, with a β value of 0.822 and a p-value of $0.000 < 0.05$. This implies that strengthening the Learning Organization among teachers can enhance Job Satisfaction. Research related to the learning organization on job satisfaction (Rofiati

et al., 2015). Based on these findings, it is suspected that there is a positive influence of a learning organization on job satisfaction. The SITOREM analysis reveals that there are still weak indicators of a learning organization, particularly the shared vision indicator. Based on the aforementioned points, it can be concluded that this study has proven a significant, direct positive influence of a learning organization on job satisfaction. Enhancing job satisfaction can be achieved by improving the weak indicators of a learning organization, specifically the shared vision indicator, and maintaining the already strong indicators such as mental models, systems thinking, and personal mastery.

The sixth hypothesis testing result provides evidence that there is a significant negative direct effect of Creativity on Job Satisfaction, with a β value of -0.224 and a p-value of $0.004 < 0.05$. This implies that an increase in creativity will decrease job satisfaction. Research related to the influence of creativity on job satisfaction concludes that creativity and job satisfaction are correlated and influence each other, even with the presence of other variables (Adhika et al., 2022; Astuti. Tri Puji et al., 2019; Yusrita & Sundari, 2019). Based on the results, my research findings diverge from those of previous studies. The SITOREM analysis reveals that certain indicators of Creativity remain weak, specifically the indicator of 'not relying on others'. From the analysis above, it can be concluded that this study has demonstrated a significant direct negative influence of Creativity on Job Satisfaction. This is because my path coefficient value is negative, indicating that an increase in creativity leads to a decrease in job satisfaction. Therefore, it can be stated that creativity does not effectively predict job satisfaction.

The seventh hypothesis test provides evidence of a significant positive direct effect of self-efficacy on job satisfaction, with a β value of 0.375 and a p-value of 0.000, which is less than 0.05. This indicates that strengthening teachers' self-efficacy can enhance their job satisfaction. Previous research has also revealed a correlation between self-efficacy and job satisfaction, considering various other variables (Narendra, 2017; Sutansi & Widayati, 2022; Tanjung et al., 2020). Based on the aforementioned, it is hypothesized that there is a positive influence between self-efficacy and job satisfaction. The SITOREM analysis reveals that certain indicators of self-efficacy remain weak, specifically those related to behavioral models and prestige. Given the above, it can be concluded that this study has demonstrated a significant positive direct effect of self-efficacy on job satisfaction. Enhancing job satisfaction can be achieved by improving the weaker self-efficacy indicators, namely behavioral models and prestige. Furthermore, to maintain the already strong indicators, focus should be placed on optimism, task challenges, and rewards for completing tasks.

The results of the eighth hypothesis test provide evidence that there is a significant positive direct effect of Learning Organization on teacher Innovativeness through Job Satisfaction, with $\beta = 0.063$ and a p-value of $0.015 < 0.05$. This implies that strengthening the Learning Organization among teachers can enhance teacher Innovativeness through the intervening/mediating role of Job Satisfaction. Job satisfaction positively mediates the relationship between Learning Organization and organizational innovation, indicating that Learning Organization boosts job satisfaction, which in turn significantly impacts the innovation capabilities within the organization (Abdel Razzaq Allouzi, 2018). The research results demonstrate that job satisfaction can effectively intervene in enhancing teacher innovativeness, which is influenced by a learning organization. The presence of a learning organization leads to a paradigm shift in teachers' instructional activities, prompting them to initiate innovations in teaching. This, in turn, impacts student learning outcomes, thereby achieving the objectives of education. The quality of education improves as teachers with high innovativeness deliver more effective classroom instruction. The direct influence of a Learning Organization on Innovativeness is $\beta = 0.882$, which is significantly greater than the indirect influence of a Learning Organization on Innovativeness through Job Satisfaction, which is $\beta = 0.063$. This indicates that Job Satisfaction does not function effectively as an intervening variable mediating the relationship between Learning Organization and Innovativeness.

The results of the ninth hypothesis test provide evidence that there is a significant negative direct effect of Creativity on Teacher Innovativeness through Job Satisfaction, with a β value of -0.017 and a p-value of $0.026 < 0.05$. The negative path coefficient indicates that higher

teacher creativity is associated with weaker innovativeness through increased job satisfaction. This suggests that job satisfaction does not effectively mediate the relationship between creativity and teacher innovativeness. Furthermore, job satisfaction significantly influences teacher creativity (Nurhattati et al., 2022). Teachers perceive themselves as highly creative and express job satisfaction. Their job satisfaction can be statistically predicted from their motivation, expertise, and creative thinking skills, highlighting the relationship between creativity and innovation in teaching (Uçar, 2022). "Job satisfaction positively influences creativity, which in turn fosters teacher innovation (Hidayat & Tjahjono, 2023) Studies have demonstrated that job satisfaction can mediate or intervene in the relationship between creativity and teacher innovativeness. This evidence suggests that teacher innovativeness increases with improvements in both creativity and job satisfaction, ultimately enabling teachers to enhance their classroom teaching activities. The direct effect of creativity on innovativeness is $\beta = 0.052$, which is larger than the indirect effect of creativity on innovativeness through job satisfaction ($\beta = -0.017$). This indicates that job satisfaction does not effectively function as an intervening variable mediating the influence of creativity on innovativeness..

The tenth hypothesis testing result provides evidence that there is a significant positive direct effect of Self-Efficacy on Teacher Innovativeness through Job Satisfaction, with a β value of 0.029 and a p-value of $0.033 < 0.05$. This implies that strengthening teachers' Self-Efficacy can enhance their Innovativeness through the intervening/mediating role of Job Satisfaction. Self-efficacy positively influences managers' innovation, and job satisfaction moderates this relationship. Higher job satisfaction increases the effect of self-efficacy on innovation, while knowledge sharing directly affects innovation without being moderated by job satisfaction entrepreneurial self-efficacy positively influences innovative behavior through job satisfaction, which acts as a higher-order partial mediator. This leads to increased job satisfaction, fostering a more positive mental state that encourages sustained innovative efforts (Wei et al., 2020). Job satisfaction moderates the relationship between creative self-efficacy and employee innovation, amplifying the positive effect of self-efficacy on innovation. Satisfied employees are more motivated to embrace new ideas, fostering an environment conducive to innovation (Hu & Zhao, 2016). Creative self-efficacy positively influences job satisfaction, which in turn impacts creativity. Job satisfaction acts as an intervening variable, enhancing the relationship between creative self-efficacy and creativity among employees (Anggarwati & Eliyana, 2015). Positive self-efficacy is correlated with job satisfaction, which can enhance employee commitment and performance. By fostering self-efficacy, organizations can promote innovation, as employees with higher self-efficacy are more likely to engage in creative problem-solving and take initiative (Mishra et al., 2016). Based on previous research, it is evident that job satisfaction mediates the relationship between self-efficacy and teacher innovativeness. Teachers with high self-efficacy tend to exhibit greater innovativeness, and this connection is further enhanced by job satisfaction. The direct effect of self-efficacy on innovativeness is $\beta = -0.024$, which is smaller than the indirect effect of self-efficacy on innovativeness through job satisfaction ($\beta = 0.029$). This indicates that job satisfaction effectively functions as an intervening variable, mediating the influence of self-efficacy on innovativeness.

Based on the results of the hypothesis testing conducted, some of the research findings align with previous studies, while others contradict them. The implications of this research are expected to provide insights for stakeholders to develop treatments and activities that support teacher innovativeness. It is anticipated that strengthening the research variables will positively impact teacher innovativeness, leading to improvements in the learning process and ultimately resulting in better educational outcomes.

CONCLUSION

An effective strategy for enhancing teacher innovativeness can be derived from the influence of each research variable, where learning organization and job satisfaction are the determining factors. Furthermore, a method for implementing this strategy involves improving the weaker indicators within each research variable. The optimal solution is achieved by

prioritizing the improvement of these indicators while simultaneously maintaining or developing the already strong ones

AUTHOR CONTRIBUTION STATEMENT

CF was responsible for conducting the fieldwork and analyzing the collected data. HS provided mentorship in selecting and citing appropriate journal articles to support the research findings. WS offered guidance on utilizing SEM-PLS for data processing and analysis

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